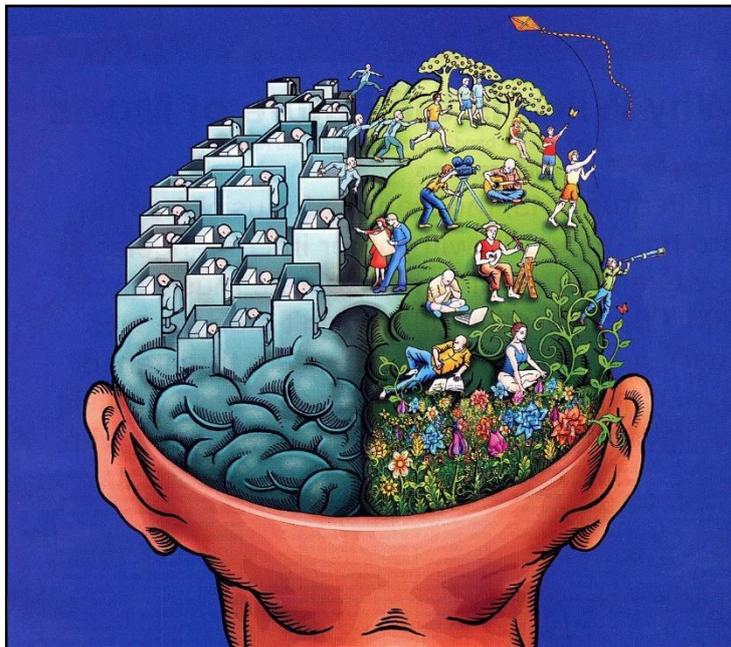


GRUP D'EXPERIMENTACIÓ PER AL PLURILINGÜISME

TÍTOL: Drawing on the right side of the brain (introduction).

Àrea: Visual i plàstica

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Drawing on the right side of the brain (introduction).

Material elaborat durant la realització de la formació adreçada als docents que implementen el pilotatge del GEP (Grup d'Experimentació per al Plurilingüisme) durant el curs 2016-2017, realitzada amb la formadora Joanna Dossetor del British Council.

SG de Llengua i Plurilingüisme
Servei de Llengües Estrangeres

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Ten tips for learning success

- ❖ If you don't understand something don't give up, we are here to learn!
- ❖ Assess your own work and your classmates work and be self-critical with it.
- ❖ Instead of drawing what you know, try to focus on what you actually see. Don't use symbols.
- ❖ Ask for honest critiques and use mistakes as a lesson.
- ❖ Think positive and reassure yourself that you can do it.
- ❖ Draw the background space, not only the foreground objects.
- ❖ Don't focus only on photos when drawing. You also need to draw real life.
- ❖ You should start working on simple drawings.
- ❖ If you want to avoid boredom, you need to work on something that you're passionate about or something that you like.
- ❖ Practice makes perfect. Step by step, start building your own portfolio with your drawings.

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Brain Divided

Animated Short: "Brain Divided" - by Josiah Haworth, Joon Shik Song & Joon Soo Song

<https://youtu.be/JuyB7NO0EYY>



Activities

Explicit

- Who appears in the video? Who are the humans? Who are the other ones?
- What happens with their behaviour?
- Do you think that there is a non human character who beats the other one?

Implicit

- What is the reason for the colour of the non-human characters?
- Do you think that something similar occurs with normal people?
- Have you ever felt this battle or something similar inside you?

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Referential

- Do you think people can be more dominated by one side of the brain than the other side?
- Could you bet which is the better half of the brain related with the drawing skills?
- Do you think everybody can develop drawing skills?

Revision

All the students should see the video at first with spanish subtitles to take some advantages and comprehension. Later, we can show another time the video but this time with English subtitles.

Students will need to understand the T/F sentences, and this will help to summarise the main argument of the video.

- Decide whether these sentences are TRUE (T) or FALSE (F). Correct those which are false.

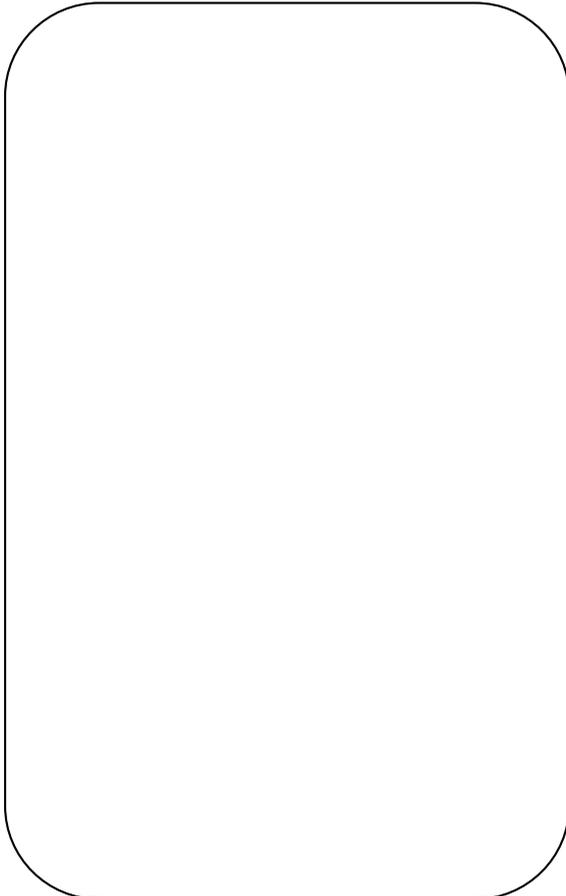
T/F		
	Inside the brain of John, you can see two sides of the same personality.	
	The color of the characters relates to the character it represents.	
	John has this character because he has a mental illness.	
	One of John's personalities is good and one is bad.	
	Only John has this feature, Scarlet always has the same personality.	
	The red is temperamental character, outgoing and fun.	
	The blue character is neither serious nor responsible.	
	Scarlet is scared of the over-extrovert character of John.	
	John seduces Scarlet when the two characters are working separately.	
	The blue and red characters refer to how each one works every part of the brain.	

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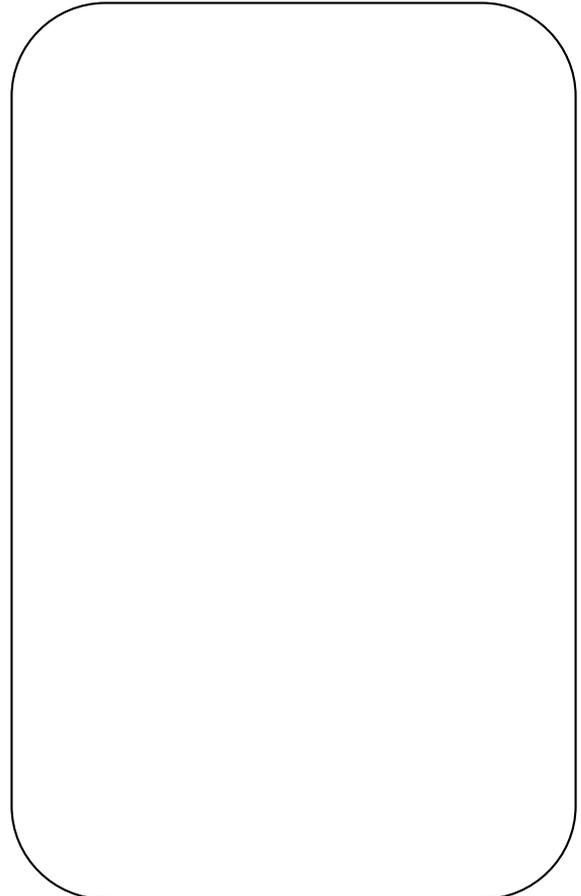
- Copy the following sentences into the blue or red box.

I am a scientist
I like art
I have good taste
I like music and poetry
I am passion
I like order
I am sensual
I am movement
I am strategic
I am a master of words and language
I am realistic
I am logic
I am imagination
I am creative
I am a free spirit
I am a mathematician
I am practical
I have feelings
I like calculate
I am analytical

BLUE BOX



RED BOX



Project: collaborative problem solving

Presentation

When we draw, the left side of the brain is dominant and doesn't let the right side express freely. To learn to draw we often need to adopt strategies that lets the left side give way to the right side's creativity. Does it happen to us too? How can we distract the left side and allow the right side to draw? We will test and prove these statements.

We will make two groups in the classroom and a research work. The purpose will be to demonstrate how the left side limits us when we draw and what strategies can we follow to avoid the control of the left side while drawing.

Each of the two groups will ask the classmates of the other group to conduct exercises and then exhibit them, explaining and drawing conclusions.

Group A: "The left brain is dominant and doesn't let us draw properly"

When we draw, we tend to schematize what we want to represent, rather than copying what our eyes actually see. When we are asked to draw a face, for example, we often do an oval and draw shapes to represent their iconic details: the eyes are almond-shaped, the mouth is more or less a curved line, an irregular shape represents the nose, sometimes the profile.

This happens whether we draw a self-portrait or if we draw the face of a person in front of us, but especially if we try to draw by heart... And this is what we will try to prove: when we draw by heart, the drawings end up being schematic shapes: drawn by the left side of the brain.

The work of this group will be to ask classmates from Group B to draw by heart a person whom they know very well, then to join these drawings, analyse the schematic shapes and trying to find the reason and explaining the other group its conclusions.



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Group B: "Can we distract the left side of the brain and let the right side to reveal?"

To answer this question, we need to show that when the left side of the brain is not able to identify the shapes you want to draw, the left side goes away, letting the right side do the work. To test this theory, the group B students have to ask the classmates in group A to copy a drawing of a certain difficulty, preventing the left brain to identify the subject. To do this, the drawing model should be turned upside down and slowly discovered, covering the model with another sheet of paper. The drawing should be done by copying the lines and forms of the model, observing the small details as if it were an abstract drawing.

When the students finish the work we will meet and we will study if the results are well done to prove the theory to the other group.



The findings of both groups have to demonstrate that to learn to draw correctly, it is important to observe carefully the details and copy what the eyes see instead of drawing shapes we know and therefore we simplify and schematize.

Drawing from Life

As a final exercise all the students will draw a still life composition. We will talk about the depth that shows in many drawings, and how they are not merely outlines, but also have shading added. We will explain that this describes two kinds of drawing: contour, and shaded. After that, we will display the still life, and explain about how it can be drawn. Have students begin with an outline drawing, working on the objects in the front first, and then adding shading as they see it.

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Assessment

RUBRIC	Outstanding	High	Basic	Limited
Level of understanding about instructions and concepts used in the exercises about the video.	The exercises are planned carefully; an advanced understanding of all concepts and instructions is clearly demonstrated.	The exercises are planned carefully; a very good understanding of all concepts and instructions is demonstrated.	The exercises show little evidence of understanding the concepts and instructions.	The student did the minimum or the exercises were never fully completed.
Project: Collaborative problem solving. Group A. Symbolism when we draw by heart.	Current drawings show no symbols representing reality. Drawings show advanced use of detail. Drawings are what is seen not what is known.	Current drawings show no use of symbols in representing reality. Drawings may have signs of invented detail.	Current drawings show same use of symbols in representing reality in most of the drawings.	Current drawings show same use of symbols in representing reality in all the drawings
Project: Collaborative problem solving. Group B. Upside-down drawing	Student drawing highly resembles drawing from which students are copying from. Reproduction is complete. Proportions of both are the same.	Student drawing resembles drawing from which students are copying from. Reproduction is almost complete. Minor differences in proportion.	Student drawing attempts to resemble drawing from which students are copying from. Reproduction incomplete. Significant differences in proportion.	Significant differences between student drawing and drawing from which students are copying from. Reproduction largely incomplete, not attempted or traced. Big proportional errors.

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<p>Drawing from life</p>	<p>Student drawing highly resembles the still life students are copying from. Proportions of both are the same. Shading applied in extremely accurate and controlled manner.</p>	<p>Student drawing resembles the still life students are copying from. Minor differences in proportion. Shading applied in somewhat accurate and controlled manner.</p>	<p>Student drawing slightly resembles the still life students are copying from. Significant differences in proportion. Shading applied inaccurately and fairly uncontrolled manner.</p>	<p>Significant differences between the still life and student drawing. Big proportional errors. Shading applied in highly uncontrolled manner, minimally or not at all.</p>
<p>Group cooperation, attitude, and roleplay.</p>	<p>The student work toward group goals, effectively performed a variety of roles in group work, followed through on commitments, was sensitive to the feelings and knowledge level of others, willingly participated in necessary preparation or work for classroom.</p>	<p>The student participated enthusiastically, followed through with commitments, performed more than adequately, assisted in preparation and clean-up.</p>	<p>The student mostly allowed others in the group to make all the decisions, did his or her share of work adequately, assisted in preparation and clean-up when asked.</p>	<p>The student allowed others to do most of the work, did participate minimally, did almost nothing toward group goals.</p>
<p>Effort and perseverance</p>	<p>The exercises were continued until it was complete as the student could make it; gave it effort far beyond that required; to pride in going well beyond the requirement.</p>	<p>The student work hard and completed the exercises, but with a loom or effort it might have been outstanding.</p>	<p>The student finished the exercises, but it could have been improved with more effort; adequate interpretation of the assignment, but lacking finish; chose an easy project and did it indifferently.</p>	<p>The exercises were completed with minimum effort or the student did not finish the work adequately.</p>

Checklist

In this unit you have...

- ❖ Seen a fictional video where the two half brain sides try to manage the control of a human character.
- ❖ Learned how the brain works in relation to the right and the left sides.
- ❖ Learned which human skills are managed from every brain side.
- ❖ Acted out with your classmates a roleplay assuming you are a half brain side (left or right).
- ❖ Tried to prove how the left side of your brain limits you when you want to draw.
- ❖ Tried to deceive your left brain side to improve your drawing skills.
- ❖ Learned some techniques to manage how to observe and how to reflect on the paper what you really have seen.
- ❖ Understand that you can improve your drawing abilities following some guidelines.